DOCUMENT RESUME

ED 069 917 VT 017 769

TITLE	A Handbook of Cooperative Programs for Oklahoma Vocational and Technical Education.
INSTITUTION	Oklahoma State Dept. of Vocational and Technical Education, Stillwater.
PUB DATE	72
NOTE	49p.; 1972 Revision
AVAILABLE FROM	Oklahoma State Dept. of Vo-Tech Educ., 1515 W. Sixth St., Stillwater, Oklahoma 74074 ($1.00)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Articulation (Program); *Cooperative Programs; Humanities; Instructor Coordinators; Job Training; Manuals; Program Coordination; *Program Descriptions; Resource Materials; Secondary Grades; *State Programs; Student Evaluation; Vocational Development; *Vocational Education
IDENTIFIERS	Educational Awareness; *Oklahoma

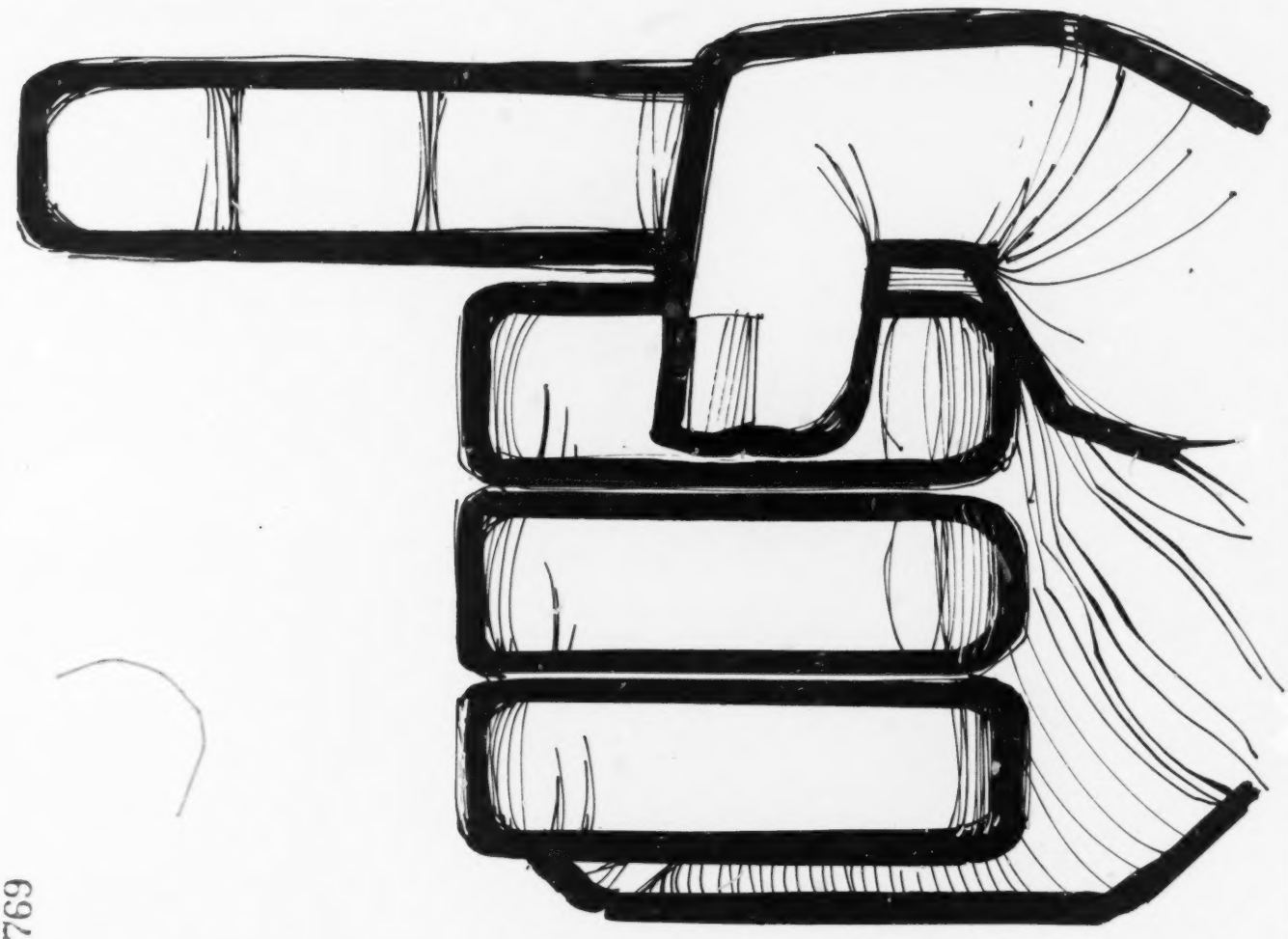
ABSTRACT

This revised handbook describes Oklahoma's cooperative programs for the secondary grades in vocational education, including the following topics: (1) purposes of vocational education, (2) the six types of cooperative programs in Oklahoma, (3) the role of teacher-coordinator, (4) the advisory committee's role, (5) regulations, (6) training stations, (7) selection of students, (8) student evaluation, (9) youth organizations for cooperative education students, (10) coordination of programs, and (11) legal considerations. Sample program materials are appended. (AG)

FILMED FROM BEST AVAILABLE COPY

ED 069917

"This is a handbook for Oklahoma's Cooperative Programs in Vocational Education."



VT017769

STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION, STILLWATER, OKLAHOMA

ED 069917

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

A HANDBOOK OF COOPERATIVE PROGRAMS

for

OKLAHOMA VOCATIONAL AND TECHNICAL EDUCATION

Compiled and edited by the
Curriculum and Instructional Materials Center
State Department of Vocational and Technical Education
Stillwater, Oklahoma 74074

1971

Revised, 1972

ACKNOWLEDGMENTS

Appreciation is expressed to the many individuals who gave their time in helping prepare this publication. The contents of this handbook were reviewed by:

Dr. Robert R. Price
Dr. H. Robert Terry
Dr. Lucille Patton
Hallard Randell
Rex Moore
Jack Berry
M. J. DeBenning
Harry Robinson
Ronald Meek
Victor Van Hook
Dr. Jack Pritchard
Dr. Bob Griffith
Dr. Walter Starks
T. Pete Chapman
John Jones
Yvonne Bender
Linda Nielsen
Ted Best
Wanda Wilson
Don Brown

Other contributors were:

From Curriculum and Instructional Materials Center:

Mrs. Beverly Sloan, Librarian
Mrs. Becki Stringer, Library Assistant
Mr. Charles Brannon, Media Specialist
Miss Amy Barnard, Media Assistant
Mrs. Frances Braden, Editor

From the Communications Center:

Mrs. Karen Thomas, Supervisor
Mrs. Bobbie Sides, Senior Operator
Mrs. Mary Lynn Cadwell, MT/ST Operator
Mrs. Kathy Hillis, MT/ST Operator
Mrs. Merrill Hughes, MT/ST Operator
Mrs. Lisa Morris, MT/ST Operator
Miss Susan Pace, MT/ST Operator
Mrs. Patsy Treat, MT/ST Operator

From Printing and Publications Department:

Mr. Noel Wilcoxson
Mrs. Jeanette Sneed
Mrs. Jeanie Cavett

Don Hiebert, Curriculum Specialist, State Department of Vocational and Technical Education, wrote this handbook.

Table of Contents

Section	Title	Page
I.	Purposes of Vocational Education	1
II.	Types of Cooperative Programs in Oklahoma	1
III.	Teacher-Coordinator	5
IV.	Advisory Committee	5
V.	Regulations	13
VI.	Training Stations	15
VII.	Selection of Students	19
VIII.	Evaluation	37
IX.	Youth Organizations	39
X.	Coordination of Programs	43
XI.	Legal Considerations	47
	Appendix	57
	1. Application for Enrollment	59
	2. Check List of Desirable Attributes for Prospective Cooperative Students	61
	3. Interview Rating Sheet	63
	4. Memo of Training	65
	5. Schedule of Process	67
	6. Application for Employment Certificate (Work Permit)	69
	7. Employment Certificate	71
	8. Job Record	79
	9. Personal Rating Chart	81
	10. Application for Sub Minimum Wage (WH 205)	83
	11. Record of Observation	85

I. PURPOSES OF VOCATIONAL EDUCATION

It is the purpose of Title I, Vocational Education, 1968 Amendments, to assist, to maintain, to extend, and to improve existing programs and to develop new programs so all people will have access to training or retraining which is of high quality and realistic in the light of actual or anticipated opportunities for gainful employment which is suited to their needs, interests, and abilities and can benefit from such training.

The term "Vocational Education" means vocational or technical training and retraining which is given in school or classes including field or laboratory experience under public supervision. These should be designed to prepare individuals for gainful employment as semiskilled or skilled workers or technicians or subprofessionals in recognized occupations and in new and emerging occupations.

Cooperative Education programs offer many advantages in preparing young people for employment that they might not get otherwise. Through such programs, on-the-job training is combined with classroom instruction enabling students to acquire knowledge, skills, and appropriate attitudes. Such programs remove artificial barriers which separate work and education by involving educators with employers and create interaction whereby the needs and problems of both are known to each other. Such interaction makes it possible for occupational curricula to be revised to reflect current needs in the various occupations.

II. TYPES OF COOPERATIVE PROGRAMS IN OKLAHOMA

Cooperative vocational education is not new in Oklahoma but has been used as a method of instruction for many years. Training and education are available in each of the occupational areas. The following is a brief description of each type of cooperative program offered. (Detailed information is available through the appropriate divisions.)

COE - COOPERATIVE OFFICE EDUCATION

COE is designed to train students at the twelfth-grade level to further develop their skills in training for business and office occupation. In this type of program, two hours of classroom instruction would be followed by on-the-job training through part-time employment in a local business or industry. The classes should be organized through voluntary cooperative agreements in writing between the schools and employers which provide for employment of the student in conformity with Federal, State, and local laws and regulations.

DE - DISTRIBUTIVE EDUCATION

Distributive education is a vocational program of occupational instruction in the field of distribution and marketing. It is designed to prepare individuals to enter, to progress, or to improve competencies in distributive occupations. Emphasis is placed on attitudes, skills, and understandings related to marketing, merchandising, and management. Distributive occupations are found in such businesses as retail and wholesale trade, finance, insurance, real estate, services and service trades, transportation, and communications.

HERO - HOME ECONOMICS RELATED OCCUPATIONS

Gainful employment programs in vocational homemaking education are those which prepare students for employment in occupations requiring knowledge and skills in one or more of the home economics subject areas including Care and Guidance of Children, Commercial Foods Management, Fashion Design Production, Home and Community Management, and Housing and Interior Design.

HOE - HEALTH OCCUPATIONS EDUCATION

The HOE is designed to provide juniors and seniors experience in nursing homes, hospitals, and related agencies emphasizing nursing techniques, nutrition, and dietary skills. The student receives instruction and supervised experience in the different areas.

ICT - INDUSTRIAL COOPERATIVE TRAINING

The Trade and Industrial Cooperative Part-time Training Program is a cooperative arrangement between the school and various industrial and business establishments. Through this arrangement, a student is in school one-half of each day attending regular high school classes and one class in which instruction is related to a specific occupation. The remaining one-half day the student is on the job as a trainee in a planned program to acquire the job skills in and information on a specific occupation.

VAOT - VOCATIONAL AGRICULTURE OCCUPATIONAL TRAINING

There are many occupations in addition to farming or production agriculture in which agricultural competencies are needed. Examples are: grain elevator operators, farm equipment suppliers, animal science and animal health workers, feed, seed, and fertilizer dealers, livestock and agricultural product brokers, and many others. On-the-job supervised occupational experience in conjunction with related classroom learning experiences can be one of the answers to insure an adequate supply of competent people for related off-farm occupations.

III. TEACHER-COORDINATOR

The key for a successful cooperative program is a competent teacher-coordinator.

A well-qualified, enthusiastic teacher-coordinator is an absolute essential for the success of a cooperative program. It is primarily through the personality and varied abilities of the teacher-coordinator that the program will develop and permeate the life of the community.

The teacher-coordinator is a regular member of the school staff but must serve in dual roles--teaching in the classroom and coordinating student activities. The teacher-coordinator is responsible to at least five groups: the students, the parents, the training station, the school, and the state office.

Teacher-coordinators need to have certain qualities if they are to meet the challenges facing them in the near future. Some of these qualities include:

1. Ability to work with people effectively
2. Ample interest in and desire to provide guidance to youth
3. Ability to represent the school in the community
4. Ability to provide effective instruction

The degree of success of your program is directly dependent upon the teacher-coordinator's planning and execution of those plans. Failure to assume responsibility in any one of these functions may seriously handicap your undertakings. There are five primary functions of a teacher-coordinator, which are:

1. Operations and administration
2. Teaching
3. Coordination
4. Guidance
5. Public relations

IV. ADVISORY COMMITTEE

The advisory committee, composed of school personnel and local business and industrial leaders, serves to bridge the interests of the community and the school to achieve conditions which will accrue, above all, to the benefit of each student.

Experience proves that vocational programs provide the highest degree of service to the community and the student when training programs are planned and managed with the advisory assistance of management, labor, businessmen, merchant organizations, laymen, and all other groups concerned with the program. The degree of service is in direct proportion to the degree that school authorities seek and use the counsel of advisory committees.

Committee members individually and collectively can become vitally interested in helping to find solutions to problems.

Purpose

The primary purpose of the advisory committee is to make the program as efficient and effective as possible, so that the community and the students may be served to the greatest advantage. Committee recommendations and duties should include advice to the local school authorities on such matters as the following:

1. Determining training needs and training possibilities of the area
2. Selecting equipment and instructional materials
3. Establishing standards for the selection of students
4. Counseling and placement of students
5. Advisement regarding the adequacy of training agencies
6. Assisting the local teacher-coordinator in making plans for the continuous improvement of the program
7. Assisting the teacher-coordinator in developing an effective adult program for those interested
8. Approving training agreements
9. Evaluating the program

Organization

The members of the advisory committee should be selected by the teacher-coordinator, with the approval of the superintendent, using graduated terms.

The superintendent of the school, the principal, or coordinator should be authorized by the local board of education to provide an advisory committee. Appointment carries more weight when committee members are notified of their appointment formally by letter bearing board of education representatives' signatures.

The teacher-coordinator may ask the local organization to recommend several of their members from which the selection for the committee may be made.

The local teacher-coordinator should attend and participate in the meeting (normally as secretary).

The superintendent or principal could be an ex officio member of the committee.

The committee may select the chairman from its membership. The teacher-coordinator then has a relationship to the committee similar to that of the superintendent to the school board.

Size

There should be a fair representation of employees (not trainees) and a fair representation of employers.

A good working committee should consist of approximately five to seven members (to maintain flexibility and effectiveness) depending on local conditions. Too many on a committee make scheduling of meetings difficult. The advisory committee should be composed of equal representation of management, labor, and the public.

Qualification

Each member should be a recognized leader in his particular field. He should be interested in training students to be better citizens in the community, and he should be interested in the problems of the school system. He should be selected from personnel who have shown interest in the program.

Term of Appointment

A regular system of selecting replacement of members is preferred. Such an arrangement allows the school to replace individuals who have shown no desire to cooperate or make contributions to the thinking of the committee.

A committee with rotating terms of office injects new people with fresh, enthusiastic ideas and educates an increasing number of people with respect to the vocational program of the school.

Provisions should be made for staggered replacements. Members appointed for a definite term generally serve for one to three years, maintaining a more experienced member on the committee at all times.

Suggested Roles and Functions

Experience in working with advisory committees has emphasized certain guidelines that should be kept in mind as a guide to success. The following are presented for consideration:

1. Committees are not administrative in their functions but are organized to advise and counsel with school authorities on matters concerning the program and to make suggestions and recommendations for the guidance of local school authorities about the program operation. They should be given a clear understanding of their objectives and their responsibilities at the outset of their service.

2. Since members of committees serve on a voluntary basis, they should not be expected to carry out functions involving considerable detail work.

3. School authorities should acquaint committees with the total vocational program including all of the various services.

4. Informational material should be made available to committee members. This material should include pertinent releases and publications of the local board of education, State Department of Vocational and Technical Education, and the U.S. Office of Education

5. Regularly scheduled meetings should be held, and special meetings may be called at the request of school authorities, chairman of the committee, or any three members of the committee.

6. Insofar as possible, committee meetings should be held in the building in which the training program is conducted.

7. Committees working in connection with new programs or courses should meet at least once a month the first year of operation or until such time the program is functioning smoothly.

8. All committees should meet not less than four times during the year.

9. All facts pertaining to the phase of the program for which they are particularly responsible should be made available to them.

10. A representative of the vocational department of the local school system should be in attendance at all meetings.

11. Complete information on financing of vocational education programs should be given to all members.

12. Information on existing and pending vocational legislation should be provided to all members, and the aid of members should be solicited in support of constructive new legislation.

13. Teacher-coordinators should maintain a complete file of minutes of all committee meetings. Copies of minutes should be distributed to all committee members and alternates.

Agenda of First Meeting

1. Introduction of all members
2. Appointment of a temporary chairman
3. Election of a permanent chairman
4. Election of a secretary (local director or teacher-coordinator may be available to serve)
5. Explanation of the program and the need for an advisory committee
6. Discussion of the functions of the advisory committee
7. Definition of the responsibilities of the advisory committee
8. Explanation of the term of appointment
9. Selection of time and place of meetings
10. Discussion of members' duties

V. REGULATIONS

Hours On The Job

Student-trainees should be regularly and lawfully employed in an acceptable training situation, ideally for 15 clock hours a week.

School and Work Coordination

An outline of typical jobs, processes, (See Appendix 5) or operations, prepared cooperatively with the prospective employer, is the first real step and the basis for all coordination. The training outline serves as an excellent check list in subsequent observations at training stations.

If adequate coordination between school studies and occupational activities is to be accomplished, the teacher-coordinator must have time scheduled for regular and frequent supervision of student-trainee activities.

Related Instructions

Classes of one or two periods a day may be scheduled for instruction in theory and related topics to supplement the practical training the student-trainee receives on the job.

High School Credit*

One unit of credit is allowed for each hour the class meets during the day for the school year. One unit of credit may be allowed for on-the-job training for a minimum of 15 hours a week for the school year.

* Annual Bulletin for Accreditation, Bulletin No. 113-Q, July 1970, page 64.

VI. TRAINING STATIONS

Before approaching employer:

1. Plan to contact employer personally.
2. Know all training regulations.
3. Find out as much about each firm as possible.
4. Know what you would like to emphasize.
5. Make an appointment.

Approaching the employer:

1. Be on time.
2. Be considerate of employer's time.
3. Try to meet when there will be few interruptions.
4. Allow employer to talk and ask questions.
5. Try to find his needs.
6. Listen to objections and answer briefly, but don't argue.
7. Be sure to record results of visit for return call.
8. Teacher-coordinator should be in continuous contact with new firms.

9. Evaluate the establishment to see if the needs of the student-trainee will be met.

Selection of Training Station

1. The employer should have a sincere interest in training a student.

2. The student-trainee's duties and responsibilities should challenge his abilities and interests.

3. The facilities should be of the type that will provide the most up-to-date training.

4. The personnel should be of high character.

5. Adequate provisions must be made for the protection of the physical, moral, and mental welfare of the student.

6. The student should be under the supervision of a qualified training sponsor at all times.

7. The student should be paid at least the prevailing rate for beginning workers.

8. The employer should be willing to provide hours that are conducive to good learning.

9. The firm should be able to provide steady employment.

10. Employer and personnel must be willing to work with teacher-coordinator.

11. The firm should be able to provide advancement for the student.

12. The firm must not exploit student-trainees for private gain.

13. Location should be satisfactory to all concerned for coordination of activities.

14. The training should be compatible with the student-trainee's career objective.

15. The employer should provide job rotation.

16. The establishment must meet Federal, State, and local laws.

VII. SELECTION OF STUDENTS

The student-trainee, the training station, the school, and the program can best be served by selecting and enrolling students in the class who are most likely to profit from the instruction and to follow careers in the program. Of course, it is not always possible or desirable to choose only those students who are likely to succeed, but the process of screening and interviewing described in this section will assist the teacher-coordinator in selecting students who possess the necessary interests and abilities for success in an occupational area. Before continuing with techniques of screening and selecting students, however, there are basic considerations regarding this important function of the teacher-coordinator that should be discussed.

1. Preliminary considerations regarding enrollment

   a. High school students are often undecided about their future plans. It would be pleasant if all students who will eventually be employed in an occupational area could foresee their destiny upon entrance into high school. Possessed of this knowledge, they could program themselves accordingly with the course--a natural in the senior year. Unfortunately, this isn't the case.

   b. Since vocational classes are elective subjects, each must compete with all other elective subjects for the student's time. Thus, the teacher-coordinator must actively recruit and publicize the benefits of the program to insure an ample supply of qualified students. (This may be done by career days, assemblies, announcements on a public address system, etc.)

   c. Students may not have the proper image of vocational education. Being uninformed of the benefits and opportunities inherent in Vocational Education, many students who could profit from these programs shy away due to erroneous attitudes and opinions. This necessitates a proper promotional program not only in the school but in the community as well.

   d. Cooperative education programs are not welfare programs. Monies are provided for one purpose, and that is to train individuals for gainful employment in the occupations of their choice. Enrollees must be able to profit from the training received.

   e. The student's need for financial help must be a secondary consideration to whether he is enrolled in the program. Financial need should be the last determining factor to be considered when enrolling a student in the program.

   f. It is necessary to be realistic about the reasons students have for enrolling in cooperative programs. If the initial motives don't reflect all the zeal and enthusiasm for a career that

is desired, it is the teacher-coordinator's responsibility to develop these attitudes among his students. Here are some of the possible reasons given by students for enrollment:

(1) Wanted to earn extra money

(2) Wanted school credit for job already held

(3) Thought the course would be an easy one

(4) Did not do well in other courses and thought they could better achieve in vocational education

(5) Desired on-the-job experience as offered through the program

(6) Thought it would be possible to get a better salary after graduation

(7) Were interested in learning about different phases of selected occupations

(8) Felt time spent in the class would be more useful than time spent in academic class

(9) Considered that it would be easier to get a job after graduation

2. Selection is--

a. Student selection is a systematic method of counseling students into the programs which will be of most benefit to them. It is a cooperative guidance function carried on by the:

(1) Teacher-coordinator

(2) Guidance counselor

(3) Other faculty

b. The most important consideration in student selection is whether or not the individual student will benefit from the program.

3. Selection is not--

a. Selection is not a substitute for good classroom management and discipline; hence, it is not a method for the pre-elimination of discipline problems.

b. It is not a method of forming a class composed exclusively of high-ability, "honor" students.

c. It is not a method of serving exclusively students in a "work-experience program."

4. Reasons for student selection

a. Because the student trainee is under school supervision and represents the school in the community, the actions of the student will reflect on the program and the school system as well--either positively or negatively.

b. Students who are interested in pursuing a career in an occupation will often receive greater satisfaction and success in the program and in his field of endeavor than the student who enrolls for other reasons not conducive to learning.

c. Unless the student possesses or accrues certain mental, social, and personal attributes, he will likely experience extreme difficulty in successfully meeting the requirements of an occupation.

5. Results of effective student selection

a. If the teacher-coordinator, his program, and his standards are recognized and respected throughout the school and community:

(1) Parents will want him as a teacher for their children.

(2) The business community will cooperate by making good training stations available.

(3) The business community will recommend the course to young people and their parents.

(4) The administration will allow him freedom to strengthen his program.

(5) The guidance counselors and other faculty members will counsel eager, enthusiastic, interested students into the program.

(6) Students from all ability levels who are interested, who want to learn, and who are willing to work at it, will request permission to enroll in the program.

b. If the teacher-coordinator has not earned this respect, no amount of freedom of selection will help him develop a good course because he will have no choice of students from which to make a selection.

If an individual student is to be efficiently prepared for profitable employment, he should be able to benefit from the instruction he receives. For this reason, the following qualifications have been established as a basis for selection of high school students in cooperative programs:

1. Students should be interested in the program as a means for achieving career goals.

2. Students must be at least sixteen years of age.

3. Students should be able to profit from their experiences and plan to continue gainful employment following graduation or receive further training.

4. Students should be willing to receive on-the-job training an average of 15 hours per week in an approved training station.

5. Students should have parental permission to participate in school planned and supervised learning experiences, such as field trips, work experience, participation in projects, etc.

6. Students should be able to participate in the club activities, since it is a learning experience and an integral part of the program.

Generally speaking, students should be selected that have at least one of the following objectives as their goal for career development:

1. Those who will enter full-time employment in the occupation following graduation

2. Those who plan to continue their education and training at the post high school level and have a specific goal in a particular occupation

3. Those who plan to seek admittance to a four-year institution upon graduation from high school and pursue a baccalaureate degree that will be used in pursuing a career goal in a particular occupation or who plan to teach courses in the occupation

4. Those whose present employment indicates an interest in the occupation as a career field

Since the student-trainee will represent both the program and the school in the community, he should possess certain standards of personality and physical attributes that would enable him to profit from the training he will receive. These standards discussed in this section, therefore, should provide a basis for selecting students who have met the minimum requirements for being considered as potential student-trainees. Thus, if the teacher-coordinator believes that certain students show eventual promise of developing into productive employees but do not possess those standards for immediate employment, they should not be placed for training until they have met the employment standards. Such

students should be enrolled in other classes until they have met basic standards and fulfilled the minimum requirements expected for employability. As soon as the student reaches an acceptable level of proficiency, he should be placed in an approved training station.

The following standards should be attained before students are recommended for work experience and should be maintained throughout enrollment in cooperative classes:

APPEARANCE--Students should have a pleasing appearance. They should be clean and well-groomed, demonstrating conservative taste in dress and appearance.

ATTENDANCE--Since the employer will expect the student to be punctual and regular in his attendance at work, the student should have a school record showing regular attendance or develop such a record before employment.

HONESTY--Careful evaluation of all students should be made concerning this standard. Any student with acts of dishonesty in his past record should not be accepted in the cooperative program until he proves that he can be trusted. The program cannot accept the responsibility of reforming individuals at the expense of the community unless the training sponsor freely accepts responsibility of the student and fully understands the situation.

INTEREST--A student should have expressed an interest in pursuing a career goal in his chosen field before being accepted in the program for employment. He should also be willing to work with the teacher-coordinator, training sponsor, and school in developing himself for a career in an occupation.

ALERTNESS--Students should have demonstrated "wide-awake" attitudes toward their training so they might receive the full benefit of their experiences.

DESIRE--Students should possess the desire to do a job well, to learn as much as possible, and to accept responsibility granted when this desire is conveyed to the trainer.

ACADEMIC ACHIEVEMENT--Students who are unable to perform in the academic community should be carefully selected before they are allowed to receive on-the-job training. They must be able to accept responsibility and show desire in this manner before the school can recommend them for employment.

HEALTH--Students whose health prevents their reporting regularly for work should not be considered for employment until this condition is eliminated.

(NOTE: A student might be permitted to enroll in the program although he might fail to meet the minimum standards previously discussed. However, he should not be allowed to participate in on-the-job training experiences or engage in projects in the community until he demonstrates that he can attain and maintain the minimum standards of employment in the occupation. Students who are unable to meet the employment standards or who continually fall short of the standards should be guided out of the program. Since the student may not profit from the program, he should be allowed to develop occupational goals in a more meaningful and more beneficial area.)

The teacher-coordinator is now ready to review the mechanics of student selection. A thorough understanding of the enrollment procedure and delegation of responsibilities for various activities is mandatory for successful selection of student-trainees. The

teacher-coordinator should discuss the criteria for scheduling students for the grade in which they may enter the program.

1. Compiling lists of prospective students

   Some of the sources of student names for a prospect list include:

   a. Names submitted assemblies

   b. Names referred by guidance counselors.

   c. Names referred by employers.

   d. Students who apply for Work Permits (employment certificates). (See Appendix 7-A,B,C)

   e. Students who inquire about part-time employment.

   f. Students' names secured by complete study of cumulative guidance folders for likely students.

   g. Students who inquire about the program at career day programs.

   h. Students whose Kuder Preference Test or Differential Aptitude Test show above average vocational interest or aptitude for the occupations.

   i. Students of parents who indicate interest at guidance meetings for parents.

   j. Students recommended by present and past students.

   k. Students referred by other teachers who have worked with them.

2. Student's application for enrollment (See Appendix 1)

   a. Each prospective student-trainee should complete his application in detail and return it to the teacher-coordinator.

   b. Evaluation of the application form after collection should be similar to that of a training station when a person is applying for a position. The teacher-coordinator should be concerned with the following:

      (1) Legibility

      (2) Neatness

      (3) Spelling

      (4) Completeness of answers

      (5) Honesty

      (6) Previous experience

(7) Occupational objective (The applicant is to choose an occupation in which he would want to prepare himself.)

c. Schedule a personal interview with each applicant.

3. Personal interview preparation

a. Prepare and distribute "Check List of Desirable Attributes for Trainees" (See Appendix 2) to teachers who have had experience with this student applicant. Additional forms could be given to:

(1) Principal

(2) Vice-principal

(3) Counselor

(4) Attendance officer

(5) Financial secretary

(NOTE: Although this activity is time-consuming, both for teacher-coordinator and evaluator, it is extremely valuable in selecting students. Each of the above evaluators may have had contact with that student and have opinions or knowledges that might affect one's decision in accepting an applicant.)

b. Obtain scholastic and attendance records of each applicant.

c. Prepare a Personal Interview Rating Form. (See Appendix 3)

d. Collect the Check List of Desirable Attributes for students to be interviewed. Evaluate each and note discrepancies.

e. Schedule a personal interview with each student who is qualified after reviewing the following information.

4. Personal interview

a. The following techniques should be followed during the initial interview:

(1) Be natural--Meet each student pleasantly. Do not attempt to pressure the student; allow him the opportunity to see that you are attempting to help him find the correct career path during and after school.

(2) Put the student at ease--Be friendly and convey this atmosphere to the applicant so he understands the true purpose of the interview.

(3) Don't waste time--Come to the point of the interview as quickly as circumstances will allow.

(4) Allow the student to express his feelings--Create a permissive attitude in the mind of the student that will allow him to express himself freely.

(5) Be a good listener--The student has something to say and many times he can inform you of attitudes that are not in the best interest of the program in the minds of the student body. Interviews will allow an opportunity to evaluate the present program and make necessary adjustments or revisions.

(6) Allow student to make decisions--Psychologically, it is better to allow the student to believe that the decision made was his, and in doing so the student will be apt to benefit from the training.

(7) Be objective--The teacher-coordinator should not become emotionally involved with the applicant--positively or negatively.

(8) Respect the personality of the applicant--Avoid prying, sarcasm, or superiority. Allow the student to maintain dignity and self-respect. Too many times a teacher will put a student in a position that does not allow him to keep his self-respect or dignity as an individual and prevents his profiting from training received from the teacher.

(9) Remember your limitations--Do not attempt to counsel a student whose problem is beyond your knowledge or experience. You should especially be careful of students who have emotional problems and if at all possible, do not become involved.

(10) Conclude the interview with a constructive thought--Be as optimistic as circumstances allow. Allow the student to leave thinking he has profited from his effort in attempting to make a vocational choice whether it be in your program or not. Remember that the students who are denied entrance can affect the image of the program--whether their statements are truth or fiction. Every attempt should be made to point out to them where their limitations exist in as objective and constructive manner as possible.

b. The following information and activities need to be accomplished in the interview.

(1) Make friends with the applicant and convey to him a desire to assist him with his occupational decisions.

(2) Discuss the student's future plans concerning his career.

(3) With his career goal in mind, discuss with him the abilities, aptitudes, and interests necessary for successful completion

of this goal and have him compare what is necessary with what he presently possesses.

(4) Point out occupational opportunities and benefits that the program has to offer the student with his ability.

(5) Discuss the program and what it offers the student in accomplishing his career goal.

(6) Determine whether or not the student can profit from the training program.

(7) If the teacher-coordinator does not believe that the student will profit from the program, he should make plans with the student for vocational guidance in another field of endeavor.

(8) If the student can profit from the training program, a follow-up interview should be scheduled if necessary. The student should be given appropriate information concerning the program.

(NOTE: The initial interview is a time-consuming activity. However, its importance in the eventual school and career pattern of the student is such that the coordinator's time is well spent. The time spent in careful selection of those students will show aptitude and interest in the program and genuine interest as a career choice. In the long run, this interest will strengthen the educational services which the program is equipped to offer to interested and qualified students.)

5. Interview follow-up

a. Compile individual files for each applicant, including:

(1) Application for Enrollment (See Appendix 1)

(2) Check List of Desirable Attributes for Trainees (See Appendix 2)

(3) Personal Interview Rating Form (See Appendix 3)

(4) Memorandum of Training Plan (See Appendix 4)

(5) Schedule of Processes (See Appendix 5)

(6) Scholastic Record (obtain from school record)

(7) Employment Certificate (Work Permit) (See Appendix 7-A, B, C)

b. Evaluate each applicant individually.

c. Applicants may be listed as follows:

(1) Definitely desirable

(2) Acceptable

(3) Doubtful

d. Review list of applicants with counselors, teachers, etc.

e. Make the final selection.

f. Make an appointment with the principal.

(1) List students who were not selected.

(2) Explain specific reasons for not selecting them.

(3) Review students who were accepted.

g. Schedule meetings with the following applicants.

(1) Students not selected, giving reasons why.

(2) Students selected, giving reasons why they were given the opportunity to benefit from the program.

6. Post-selection activities

a. Plan a "Welcome" party for new student-trainees so they may become acquainted with each other and present trainees.

b. Contact training sponsors, prior to the semester in which the newly selected students will begin their training, and make appointments for the trainees.

c. During the summer months, keep in contact with the students so you might notify them of any training stations that become available while school is in recess.

d. During the two weeks before school begins in the fall, the teacher-coordinator should contact all student-trainees and set appointments for discussing their plans for the school year.

VIII. EVALUATION

Evaluation is an important factor of the cooperative program but a little different from the usual class.

The teacher coordinator may want to evaluate the student-trainee in relation to classwork as well as on-the-job training. Evaluation on the job may be by visitation and/or using a job rating sheet (See Appendix 9) provided to the training sponsor each grading period.

(NOTE: Be sure to get the rating sheet to the training sponsor in time to get it back by report card deadline.)

The training sponsor should evaluate the student as to his work, his attitudes, his ability to grasp the work involved, and his ability to get along with his fellow employees, his supervisors, and his customers.

The training sponsor may also evaluate the cooperative program at the end of the school year and make suggestions for improvement. The teacher-coordinator will want to evaluate the training station to determine whether or not the firm warrants a trainee in the coming year.

IX. YOUTH ORGANIZATIONS

Membership in one of the youth organizations should be encouraged for all vocational students. The activities of the clubs provide opportunities to further develop competencies normally learned in the classroom and on the job.

At the present time the five organizations include:

DECA

The purpose of the Distributive Education Clubs of America (DECA) is to develop respect for education which will contribute to occupational competence in the field of marketing and distribution. It also promotes understanding of and appreciation for the responsibilities of citizenship in America's free competitive enterprise system.

National DECA had its beginning in 1947 with Oklahoma as one of the 17 charter states. Nationally there are over 125,000 DECA members in 3,300 chapters in every state and Puerto Rico. In Oklahoma's 68 chapters there are nearly 2,500 young men and women who proudly wear the blue blazer of the organization.

Membership in DECA is open to any full-time student enrolled in a distributive education instructional program. As a member of DECA, students have the opportunity to associate with other youths who share common job and career interests in the field of marketing and distribution. They are also eligible to serve on DECA committees, attend state and national leadership conferences, and compete for recognition and awards in DE contests.

FBLA

One of the chief objectives of the Future Business Leaders of America (FBLA) is to develop strong, aggressive leadership so these future businessmen and women may participate more effectively in the business and community life of which they are a part.

FBLA, on the national level, was organized in 1941. Oklahoma was granted an association charter in 1954. In the state there are over 3,200 FBLA members in some 70 chapters. The national membership is 90,000.

FBLA is designed particularly for those students who are looking forward to careers in business. Members of the organization learn how to compete honorably with their colleagues on the local, state, and national levels. They gain the knowledge of how to engage in individual and group business enterprises and how to hold office and direct the affairs of a group. Members also have an opportunity for close contact with successful businessmen and women.

The organization serves to strengthen the confidence of young men and women in themselves and in their work and to create more interest and understanding in the intelligent choice of business occupations.

FFA

The oldest youth organization in Oklahoma is the Future Farmers of America (FFA). Oklahoma's FFA Association was one of the charter members of the national organization, founded in 1928.

FFA is an organization of, by, and for students of vocational agriculture in the public secondary schools which operate under the provisions of the National Vocational Education Acts. FFA is an integral part of the vocational agricultural instructional program and is designed to develop leadership, character, thrift, scholarship, citizenship, and patriotism.

Students must be enrolled in vocational agriculture to be eligible for FFA membership. Young people may retain their membership for three years following graduation from high school, or until they are 21 years old, whichever length of time is greater.

There are over 450,000 FFA members in 9,000 chapters in 49 states and American possessions. Oklahoma's FFA Association has over 16,000 members.

The FFA leadership program builds self-confidence in young men by teaching them how to conduct themselves before a group. Future Farmers also have the opportunity to compete in public speaking contests on the local, district, state, and national levels.

FHA

Future Homemakers of America (FHA) is an organization of high school home economics students dedicated to the overall goal of helping individuals improve personal, family, and community living, now and in the future.

Throughout the state of Oklahoma there are nearly 17,000 members in 365 chapters in both large and small high schools. Nationally the membership is more than 600,000. FHA was organized in 1945, and the Oklahoma FHA Association was granted a charter in 1946.

FHA members prepare themselves for the responsibilities of leadership through such experiences as serving on committees, planning and presenting programs, planning and carrying out projects, presiding at meetings, and working with others in both school and community.

Objectives of the organization are selected on the national level every three to four years. Projects are planned and carried out to accomplish these objectives. One of the most popular state projects has been "Oklahoma Beautiful."

By working together toward a common goal, Future Homemakers learn to share responsibilities and to get along with adults and peers.

VICA

The Vocational Industrial Clubs of America (VICA) is a national organization of 75,000 young men and women enrolled in secondary vocational trade and industrial education. In Oklahoma there are over 7,000 VICA members striving for individual self-improvement through scholarship, citizenship, and participation in home, school, and community activities.

Oklahoma's VICA Association, composed of 115 chapters, is a charter member of the national organization which was founded in 1965. Purposes of VICA include fostering a deep respect for the dignity of work, establishment of realistic vocational goals, creation of enthusiasm for learning, and helping a student attain a purposeful life.

The organization also promotes high standards in trade ethics, workmanship, scholarship, and safety. VICA is used to develop the abilities of students to plan together, organize, and carry out worthy activities and projects through use of the democratic process.

In each chapter meeting the members recite the VICA pledge which begins: "Upon my honor, I pledge myself by diligent study and ardent practice to become a worker whose services will be recognized as honorable by my employer and fellow workers."

X. COORDINATION OF PROGRAMS

Periodic personal observation at the training stations is necessary for efficient program operation. This is valuable for correlating related classroom instruction with job training in making comparison between actual work accomplished with training outline content and in evaluating rate and quality of student progress on the job. (See Appendix 11)

The first step in supervision of a trainee is done in school when job records are studied. (See Appendix 8) A job record for one day only is of little significance except to check number of hours and generally what the trainee is doing on the job. It is an accumulation of such reports that indicates the actual pattern of the job progress. Job records also give information regarding regular attendance of work.

1. Frequency of observation

   a. Mandatory, at least once a month

   b. Daily, for students who have trouble making necessary adaptations

   c. Daily, for students in doubtful training stations

   d. Less frequently, for students in good training stations and who are good students

   e. More frequently, for students doing poorly in school

   f. More frequently, for students who have other problems

2. Purpose of observation

   a. To identify with the training program

   b. To make certain that the student is being trained

   c. To gain helpful suggestions from the training station designated trainer

   d. To determine the relationship between trainee and others in the agency

   e. To see if sufficient job rotation is given to trainee

   f. To see if trainee is applying technical training to his job

   g. To see that the trainee is regularly on the job

   h. To determine whether or not the agency is satisfied with trainee

3. How to observe

   a. Make the observation as unexpectedly as possible.

   b. Observe as inconspicuously as possible.

   c. Normal work of the agency should not be interrupted.

d. Make observations and conferences as businesslike as possible.

e. Make observations and conferences as pleasant as possible.

4. What to do on an observation and conference

a. Observe and make notes of the situation.

b. When convenient, discuss the progress of student-trainee with training sponsor.

c. Talk with student-trainee in private conference at school.

5. Some possible problems

a. Employer may expect too much of the beginning trainee.

b. Trainee claims that rate of pay is too low for work performed.

c. Trainee is uninformed of duties and responsibilities.

d. Trainee may have friends visit him while on the job.

e. Trainee may be expected to work at irregular hours.

XI. LEGAL CONSIDERATIONS

Any infringement of labor laws is certain to give cooperative vocational education a poor image. The teacher-coordinator is expected to know the local, State, and Federal labor regulations that apply to students and the training stations where they are placed. It is not the function of the teacher-coordinator to serve as a law enforcement officer, but he is expected to inform participating employers when they are unknowingly violating regulations. If an employer refrains from complying with the law, the teacher-coordinator should discontinue the cooperative arrangement and seek another training station for the student. Problems of violations of labor laws are best avoided by selecting suitable training stations and by advising training sponsors of their responsibilities.

1. Students enrolled in a cooperative vocational program and receiving on-the-job training are subject to the provisions of all local, State, and Federal labor laws, unless exempt by special application and approval.

2. The teacher-coordinator is expected to know the regulations which apply to the students, the occupations, and the participating training stations.

3. The principal kinds of regulations pertain to: (1) age restrictions, (2) minimum wage and overtime pay, (3) hours of work, (4) hazardous occupations, (5) insurance, and (6) minimum wage exemptions for student-learners.

4. The teacher-coordinator does not enforce the laws; however, he informs the employers of provisions which apply to students and avoids placing students in training stations which do not comply with the laws.

5. Failure to comply with labor laws is damaging to the image of the program, and in instances where students' health and safety are impaired, make the teacher-coordinator vulnerable to criticism (or even legal action).

6. Information on Federal Labor Laws may be obtained from the regional office (Wage and Hours and Public Contracts Division, Regional Director, 34 D Mayflower Building, 411 North Akard Street, Dallas, Texas 75201) (U.S. Department of Labor--USDOL); and Oklahoma Labor Laws from (State Department of Labor, State Capitol, Oklahoma City, Oklahoma 73105).

Fair Labor Standards Act

The Fair Labor Standards Act provides minimum wage and overtime standards, requires equal pay for equal work regardless of sex, and contains certain child labor standards. Teacher-coordinators should contact the nearest local or regional office of the Wage and Hours and Public Contracts Division of the U.S. Department of Labor to obtain up-to-date information on provisions and requirements and to get assistance in determining the application of the law to the employment.

This Federal Wage and Hour Law applies to workers engaged in interstate or foreign commerce, or in the production of goods for such commerce, and to employees in certain enterprises so engaged. A large portion of the student-trainees are in occupations covered by the Act. An employer is expected to know if the Federal Wage and Hour occupations and types of enterprises are covered by the law and make certain the law is not violated in the employment of student trainees. (This law may change any time.)

WAGES

The minimum wage rate for employment covered by the Fair Labor Standards Act is $1.60 per hour. The law requires not less than time and one-half for all hours worked in excess of 40 per week, except in the case of agricultural workers. Students, unless exempt, are subject to the minimum wage and equal pay provision.

Special minimum wages--Some employers pay student-trainees less than the statutory minimum for their on-the-job training but must apply for the

special student-learner minimum wage rates. When exemptions are requested, they are not approved if:

1. The occupation does not require a sufficient degree of skill to necessitate a substantial learning period.

2. Another worker is displaced.

3. Wage rates or working standards of experienced workers would be depressed.

4. The occupational needs of the community or industry do not warrant the training of students at less than the statutory minimum.

5. There are serious outstanding violations of the Fair Labor Standards Act.

6. The number of students at certificate rates is more than a small proportion of the establishment's working force.

Certificates (WH 205) (See Appendix 9)--Special minimum wage certificates (WH 205) for students contain certain age, wage, hours, and record-keeping requirements as follows:

1. Age: At least 16 years

2. Wage: Not less than seventy-five percent of the statutory minimum

3. Hours: In general, the hours of work permitted at certificate rates plus the hours of school instruction (not including study hall, homeroom, and activity periods with no academic credit) may exceed 40 hours a week. If school is not in session, such hours of employment training may not exceed 8 a day or 40 a week.

4. Records: Each student-trainee paid certificate rates, his occupation, and rate of pay should be identified in the payroll records, which should also note when additional hours are worked at certificate rates because school was not in session. The application should be retained for three years.

5. Application: An application for a special minimum wage certificate (WH 205) (See appendix 9) is filed for each student with the Regional Director, Wage and Hours and Public Contracts Division (address given previously). It is signed jointly by the employer, a school official, and the student-trainee. Among other things, it gives information on the employment training and related school instruction to be provided, the certificate rates needed and for what period of time, and the age of the student.

HAZARDOUS OCCUPATIONS

There are provisions for 16- and 17-year-olds to be employed in certain hazardous occupations provided they are enrolled in a cooperative program under the supervision of the public schools. There are certain requirements for exemptions that are described in detail in Child Labor Bulletin 101, available from Regional Director, Wage and Hours and Public Contracts Division.

Employment certificate

Form V.E.D. 600--Application blank (See Appendix 6)

Form V.E.D. 606--For children employed under conditions which permit attendance at a part-time school or have finished school (See Appendix 7A)

Form V.E.D. 609--For children who are attending regular day school and working outside school hours (See Appendix 7B)

Form V.E.D. 612--For children employed during vocational period when school is not in session (See Appendix 7C)

An employment certificate, sometimes called a "work permit" or "age and schooling certificate," is a special instrument issued only by the county superintendents of public instruction, or some school official designated by him, or her, and called an "Issuing Officer." The importance of an employment certificate, when legally issued, is that it affords protection to the employer, to the parent, to the child, and to society in general, and is the only method of establishing the age of a child in court, as the child's work, the parent's word, or the parent's sworn affidavit, is not acceptable in court as a means of establishing the age of a child. It has been known that in order to procure employment, a false age is sometimes given by the child or the parents, which might be alright until and if the child should sustain an accident and file a claim with the insurance carrier. The insurance company, not willing to accept the statement of the child or parent as to its truthful age, on investigation finds that the child was illegally employed; then the responsibility of paying the amount of damages a jury might assess rests entirely upon the employer. There is some confusion between a state-issued employment certificate and a Federal employment certificate. As a matter of explanation (and the fact that the Federal Government requires an employment certificate), there is no such instrument issued by anybody in the State of Oklahoma as a Federal employment certificate; however, the Federal authorities accept a regularly and properly issued State employment certificate as proof of age.

The employment certificates are supplied to the issuing officers by the State Commissioner of Labor, State Capitol, Oklahoma City, Oklahoma 73105.

Employment certificates are required whether school is or is not in session, or whether the worker is or is not enrolled in school, or whether he is or is not employed during or outside the regular school hours, until he reaches the age of eighteen.

Unemployment insurance

Students are not eligible for unemployment insurance since they are not available for full time employment. For further information contact: Oklahoma Security Commission, Oklahoma City, Oklahoma 73102.

Social Security

Social Security is a government sponsored program administered by the Bureau of Old Age and Survivor's Insurance under the Federal Social Security Act. It provides the worker and his dependents and survivors with a partial replacement of earnings lost through retirement at or about age 65 or by death.

Most workers are entitled to benefits from the Social Security Act. If problems arise, contact your nearest Social Security Office; they will supply additional information as needed.

Students should understand that they and employers are both contributing toward the support of this program on a percentage basis.

Minimum wages

Students must be legally employed at all times. Employers must not exploit student-learners for private gain. The students should be paid at least the prevailing rate for beginner workers. For information on Federal wages write: U.S. Department of Labor, Wage and Hour and Public Contracts Division, Regional Director, 340 Mayflower Building 411 North Akard Street, Dallas, Texas 75201. For information on Oklahoma wages write: Labor Department, State Capitol Building, Oklahoma City, Oklahoma 73105.

APPENDIX

1. Application for Enrollment
2. Check List of Desirable Attributes for Prospective Cooperative Students
3. Interview Rating Sheet
4. Memo of Training
5. Schedule of Process
6. Application for Employment Certificate (Work Permit)
7. Employment Certificate
8. Job Record
9. Personal Rating Chart
10. Application for Sub Minimum Wage (WH 205)
11. Record of Observation

COOPERATIVE TRAINING PROGRAM

City _____ School _____ Date _____

Student's Application for Enrollment

THIS APPLICATION NOT COMPLETE UNTIL YOUR PICTURE FILLS THIS SPACE

1. Name _____ Sex _____
   (Last) (First) (Middle)
2. Address _____ Telephone No. _____
3. Date of Birth _____ Age _____ Height _____ Weight _____
4. Parent or Guardian _____ Occupation _____
5. Where parent or guardian is employed _____
6. Business address of parent or guardian _____
7. Telephone No. of parents or guardian: Residence _____ Business _____
8. State General condition of health _____
9. Explain physical handicaps, if any _____
10. Church preference _____ Nationality _____
11. Why do you wish to enroll in this program of training? _____
12. Do you plan on going to college? _____
13. Have you discussed this program with your parents or guardian? _____
14. Have they given you their permission to enroll in the program? _____
15. How do you consider you record as a student? _____
16. What subjects have you enjoyed most? _____
17. What subjects have you enjoyed least? _____
18. What are your hobbies? _____
19. List organizations, both school and other, or which you are a member _____
20. Your Social Security Number _____

PRESENT HIGH SCHOOL SCHEDULE

PD.	SUBJECT	TEACHER	ROOM
1.			
2.			
3.			
4.			
5.			
6.			

PREVIOUS WORK EXPERIENCE

Kind of Work	Employer

NOT TO BE FILLED IN BY APPLICANT

	GOOD	AVERAGE	POOR
Attendance			
Scholarship			
Character			
Personality			
Appearance			
Intelligence			

Present number of credits _____
Required subjects to graduate _____
Date of interview _____
Teacher-Coordinator's rating: 1. _____ 2. _____ 3. _____ 4. _____
Faculty recommendations _____

Give references - only one of which may be a teacher

NAME	ADDRESS	PHONE	BUSINESS OR OCCUPATION
1.			
2.			
3.			

Student's Signature _____ Teacher-Coordinator _____

OCCUPATIONAL PREFERENCE

1. List in order your preferences of the firm in which you would like to become a student trainee.

   First Choice _____ Second Choice _____ Third Choice _____

2. List your preferences of jobs within the firms mentioned above.

   First Choice _____ Second Choice _____

3. List any special skills or interests which you have.

   (1)
   (2)
   (3)

4. Write a few sentences telling why you want to enroll in this program.

PARENT'S APPROVAL

I understand the plan of the Cooperative Education Program, and it is with my consent and approval that my (son or daughter) _____ may be assigned to a work schedule with an employer and to related study classes as a part of his regular course of study.

Parents _____ Date _____

Address _____ Telephone _____

34-A

APPENDIX 2

CHECK LIST OF DESIRABLE ATTRIBUTES FOR PROSPECTIVE COOPERATIVE STUDENTS

Teacher's Name _____

Your cooperation in checking the following list will be greatly appreciated. The following applicant for training will have to be employed at least 15 hours per week where he will be meeting the public and handling money or materials. Before the school can put its approval on this student, it will be necessary to know more about him. As one of his teachers, you will be able to give an honest evaluation. This information will be kept in strict confidence.

_____
Teacher-Coordinator

Student's Name _____ Date _____

	Excellent	Good	Fair	Poor
Honesty				
Alertness				
Personality				
Punctuality				
Regularity				
Cooperation				
Application				
Enthusiasm				
Ability to learn				
Leadership				

APPENDIX 3

INTERVIEW RATING SHEET

Name of Applicant_____ Date_____

Job applied for_____ Interviewed by_____

	YES	NO
Was he punctual?	____	____
Did he use good grammar?	____	____
Is he confident?	____	____
Is he qualified?	____	____
Was he neatly and appropriately dressed?	____	____
Was he at ease?	____	____
Would he fit into our organization?	____	____
Is he interested in the job?	____	____

Strong points _____

_____

_____

Weak points _____

_____

_____

On the basis of the application, qualifications, personal information and the interview, would you hire the applicant for the position?

_____

_____

_____

_____
Interviewer

STATE DEPARTMENT OF
VOCATIONAL AND TECHNICAL EDUCATION

MEMORANDUM OF TRAINING PLAN

TRAINING STATION _____ DATE _____

ADDRESS _____ TELEPHONE NUMBER _____

STUDENT TRAINEE _____ GRADE _____

GIVE SCHEDULE OF HOURS EMPLOYED _____

OCCUPATIONAL OBJECTIVE _____ TRAINING PERIOD _____ MONTHS OR WEEKS

DEPARTMENT IN WHICH EMPLOYED _____ TRAINING SPONSOR _____

PARENT OR GUARDIAN _____ TELEPHONE, RES. _____ FIRM _____

ADDRESS: RESIDENCE _____ FIRM _____

MEMORANDUM OF TRAINING PLAN

1. The training station will employ the above student trainee on a part-time basis, and provide training which will help him or her realize his or her occupational objective.
2. The school will provide organized vocational and related courses of study which will meet the needs of the student trainee.
3. The training station sponsor will assist the Teacher-Coordinator by giving pertinent information which will assure the successful progress of the student trainee.
4. The cooperative training program will extend over a period of _____ months or _____ weeks.
5. The student trainee in order to receive high school credits which will apply toward his or her graduation must be employed fifteen (15) hours per week for a minimum of thirty (30) weeks, and meet the requirements of the school as to class work.
6. The parents (or guardian) will be responsible for the personal conduct of the student trainee while participating in the cooperative part-time program.
7. The parents (or guardian) will assume full responsibility for any action or happenings pertaining to the student trainee for the time he leaves school until he reports to his or her training station.
8. The parents (or guardian) and student trainee understand that the cooperative part-time program is organized and maintained primarily for high school students, (Juniors and Seniors 16 years of age or over) to secure training that will better fit them as potential full-time employees in their chosen occupation.
9. The schedule of compensation whall be mutually agreed upon by the training station and the trainee.
10. The student trainee agrees to abide by all policies and regulations set forth by the Teacher-Coordinator and the training station sponsor.
11. The Teacher-Coordinator and training station sponsor will work closely together on all problems concerning the mutual welfare of all parties concerned and especially for the successful progress of the student trainee.
12. The Teacher-Coordinator will at regular intervals observe the student trainee while on the job, and check with the training sponsor in order to assure successful occupational progress.
13. We, the undersigned, indicate by the affixing of our signatures that we have read and understand the purpose and intent of this "Memorandum of Training Plan."

BY: _____ _____
TRAINING STATION SPONSOR — TEACHER-COORDINATOR

_____ _____
PARENT OR GUARDIAN — STUDENT TRAINEE

NOTE: This is a Memorandum of Training Plan, not a contract. It will be considered complete when the Teacher-Coordinator has outlined on the back the course of study and the schedule of processes which will be followed in training the student trainee.

Complete in duplicate - one copy to Training Station Sponsor and one copy in Teacher-Coordinator's files.

SCHEDULE OF WORK EXPERIENCES	RECORD OF WORK	COURSE OF STUDY	RECORD OF STUDIES

APPENDIX 5

SCHEDULE OF PROCESS (Example)

COIN MACHINE SERVICEMAN

I. Repairs or replaces mechanical parts:

(A) gears
(B) drive wheels friction
(C) replace shaft
(D) straighten arms
(E) adjust trip levers
(F) use hand tools
(G) use drills (hand and electric)
(H) lubricate drive mechanisms

II. Electrical:

(A) soldering
(B) splice wires
(C) lay out new wires
(D) make electrical connections
(E) trace electrical circuits
(F) lubricate relays
(G) burnish electrical contacts
(H) adjust spring tensions
(I) use test equipment
(J) follow electrical diagrams

III. Money:

(A) collect
(B) count
(C) settlement with concessionaires

IV. Reloads and programs machines:

(A) money
(B) music
(C) novelities
(D) sorts
(E) selects
(F) types

No. 600

APPLICATION BLANK

FILL IN AND RETURN THIS BLANK TO ISSUING OFFICER TO SECURE EMPLOYMENT CERTIFICATE.

DEPARTMENT OF LABOR, STATE OF OKLAHOMA

County..... City.....

Date....., 19....

TO BE FILLED OUT BY APPLICANT

Name of applicant..... Resides at.....

Date of Birth, Month..... Day..... Year..... Birthplace.....

Grade in which enrolled..... School..... Last grade completed.....

Name of person with whom residing..... Relationship.....

Mailing Address..... Remarks.....

TO BE FILLED OUT BY EMPLOYER

Upon presentation of an Employment Certificate, the Minor Named above will be Employed by:

Name of Firm..... Address..... Telephone.....

At the following occupation.....Hours of work: From..... to.....

And from..... to.....for.....days per week.

Will attend..... Date.....

.....

SIGNATURE OF EMPLOYER.

(PERSONS UNDER 16 MAY NOT WORK MORE THAN 8 HOURS A DAY NOR MORE THAN 48 HOURS PER WEEK)

TO BE FILLED OUT BY PARENT OR GUARDIAN

This to certify that I am the.....of the above minor and that I hereby consent to his/her employment by the above employer provided said minor is first issued an employment certificate as required by law. I further certify that he or she was born on the date above written and that I have been requested by the issuing officer to submit to him one of the documentary proofs of the date of birth and in the order listed below and do submit the proof indicated. SCHOOL RECORDS CANNOT BE ACCEPTED. LEGAL PROOF OF AGE MUST BE ONE OF THE FOLLOWING: Birth Certificate..... Certificate of Baptism..... Bible Record.....

Certificate of Confirmation or other church ceremony at least one year old..... Certificate of arrival in the United States.....

Life Insurance Policy at least one year old..... A certificate signed by two Physicians, one of whom shall be a Public Health Officer or public school Medical Inspector.....

It is agreed that irregular attendance or unsatisfactory class work will be sufficient cause for cancellation of this program.

Date....., 19.....

.....

SIGNATURE OF PARENT OR GUARDIAN.

PRINCIPAL'S OR TEACHER'S RECOMMENDATION

I, the undersigned [illegible] ☐, do not recommend ☐, have no recommendation to make ☐ that.....

be given an [illegible]

[illegible]

.....

SIGNATURE OF PRINCIPAL OR TEACHER.

W. F. BILL HUGHES

OVER

69

40

PHYSICIAN'S CERTIFICATE OF AGE AND PHYSICAL FITNESS

THIS CERTIFICATE MAY BE ISSUED ONLY IF NO PROOF OF AGE IS AVAILABLE

Physical Development .....

Height in inches..... Weight in Pounds..... Teeth .....

Throat ..... Skin.....

Chest: Heart..... Lungs .....

Remarks: .....

.....

.....

On this date personally appeared before me the applicant named above, and, after examination, I am of the opinion he/she is at least fourteen years of age, and that he/she is physically able to perform the above specified work.

Date..... .....

SIGNATURE OF HEALTH OFFICER.

EXAMINATION BY OTHER PHYSICIAN

Name of applicant.....Date of Birth: Month..... Day..... Year.....

Height in inches..... Weight in pounds..... Condition of Teeth.....

Remarks: .....

On this date personally appeared before me the applicant named above, and, after examination, I am of the opinion he/she is at least fourteen ye of age.

Date..... ....

SIGNATURE OF PHYSICIAN.

(DO NOT WRITE BELOW THIS LINE)

Date taken out..... Date returned..... interviewed by .....

Documentary Evidence Offered..... .....

.....

Examined by.....If not approved, reason.....

.....

Certificate No.....If not approved, reason.....

.....

.....

1ST CERTIFICATE ISSUED TO THIS PERSON FROM SEPTEMBER 1ST TO AUGUST 31

Orginal .....

ANY OTHER CERTIFICATE SUBSEQUENTLY ISSUED SEPTEMBER 1ST TO AUGUST 31

Reissue .....

APPENDIX 7A

Form V.E.D. 606

For child during part time school or has finished school.

EMPLOYMENT CERTIFICATE

STATE OF OKLAHOMA
DEPARTMENT OF LABOR
STATE CAPITOL

Date _____
No. _____
Original _____
Reissue _____

Date of Birth _____

_____ County _____ _____ Public School

Address _____ Phone _____

This is to certify that _____ Phone _____

Address _____ Age _____ Yrs. _____ Mo. _____ How Proven, SCHOOL RECORDS CANNOT BE ACCEPTED: LEGAL PROOF OF AGE MUST BE ONE OF THE FOLLOWING: Birth Certificate _____ Certificate of Baptism _____ Bible Record _____ Certificate of Confirmation or other church ceremony at least one year old _____ Certificate of arrival in the United States _____ Life Insurance Policy at least one year old _____ A Certificate signed by two Physicians, one of whom shall be a Public Health Officer or public school Medical Inspector _____

Ht. _____ Ins. Wt. _____ Lbs. Color of Eyes _____ Hair _____ Sex _____

is in regular attendance in the _____ grade of the _____ School

between the hours of _____ M., and _____ M., and may be employed, except at those hours

by _____ Phone _____

Address _____

At the following occupation _____

Hours of employment _____
(State Specifically)

under conditions which will permit attendance at a part time school when such school is established, as required by Oklahoma Statutes, provided that, except in Agriculture and Domestic Service no child under 16 years of age may be employed more than eight hours in any one day nor more than forty-eight hours in any one week, with one hour for noon meal and rest.

This certificate is not valid for any other employer or occupation than the one named above and is to be returned within 24 hours to the issuing officer of the public school at the above mentioned address whenever the person for whom it was issued leaves the service of the employer holding same. This certificate may be revoked by the issuing officer at any time for cause and expires _____, 19____, at which time it must be returned to the issuing officer and the person for whom it was issued may not be legally employed after this date unless 18 years of age, until another certificate is issued.

Signed _____
Issuing Officer.

_____
Signature of Employee.

This certificate is to be issued only when persons applying for same have complied with compulsory School Law and have furnished legal proof of age as required by Title 40, Section 79, O. S. 1951. It must be filled out in triplicate, in three colors; the white one sent to the employer, the yellow one sent to the State Commissioner of Labor, Oklahoma City, and the pink one kept on file by the issuing officer.
Complies with State Compulsory School and Child Labor Laws.

[redacted]
Commissioner of Labor

APPENDIX 7B

Form 609

For person attending regular day school, working outside of school hours.

Date of Birth_____

Employment Certificate

STATE OF OKLAHOMA
DEPARTMENT OF LABOR
STATE CAPITOL

Date _____

No. _____

Original _____

Reissue _____

_____County _____Public School

Address _____Phone _____

This is to certify that_____Phone _____

Address _____Age: Yrs._____Mo. _____How Proven, SCHOOL RECORDS CANNOT BE ACCEPTED: LEGAL PROOF OF AGE MUST BE ONE OF THE FOLLOWING: Birth Certificate_____ Certificate of Baptism_____Bible Record_____Certificate of Confirmation or other church ceremony at least one year old _____Certificate of arrival in the United States _____Life Insurance Policy at least one year old _____ A certificate by two Physicians, one of whom shall be a Public Health Officer or public school Medical Inspector_____.

Ht. _____ Ins. Wt._____Lbs. Color of Eyes _____Hair_____Sex _____

is in regular attendance in the _____ grade of the_____School

between the hours of _____M., and _____M., and may be employed, except at those hours

by _____Phone _____

Address _____

At the following occupation_____

Hours of employment_____

(State Specifically)

provided that, except in Agriculture and Domestic Service no child under 16 years of age may be employed more than eight hours in any one day nor more than forty-eight hours in any one week, with one hour for noon meal and rest.

This certificate is not valid for any other employer or occupation than the one named above and is to be returned within 24 hours to the issuing officer of the public school at the above mentioned address, whenever the person for whom it was issued leaves the service of the employer holding same. This certificate may be revoked by the issuing officer at any time for cause and expires _____, 19_____, at which time it must be returned to the issuing officer and the person for whom it was issued may not be legally employed after this date, unless 18 years of age, until another certificate is issued.

Signed _____
Issuing Officer.

_____
Signature of Employee.

This certificate is to be issued only when persons applying for same has complied with compulsory School Laws, Title 70-10-10 and has furnished legal proof of age as required by Title 40 Section 79 O. S. 1951. It must be filled out in triplicate, in three colors; the white one sent to the employer, the yellow one sent to the State Commissioner of Labor, Oklahoma City, and the pink one kept on file by the issuing officer.

Complies with State Compulsory School and Child Labor Laws.

1 72 73 W. T. Bill HUGHES State Commissioner of Labor.

43

Form V. E. D. 612

APPENDIX 7C

Employment Certificate

For child during vacation period.

STATE OF OKLAHOMA
DEPARTMENT OF LABOR
STATE CAPITOL

Date _____

No. _____

Original _____

Reissue _____

Date of Birth _____

_____ County _____ _____ Public School

Address _____ Phone _____

This is to certify that _____ Phone _____

Address _____ Age _____ Yrs. _____ Mo. _____ How Proven, SCHOOL RECORDS CANNOT BE ACCEPTED: LEGAL PROOF OF AGE MUST BE ONE OF THE FOLLOWING: Birth Certificate _____ Certificate of Baptism _____ Bible Record _____ Certificate of Confirmation or other church ceremony at least one year old _____ Certificate of arrival in the United States _____ Life Insurance Policy at least one year old _____ A certificate signed by two Physicians, one of whom shall be a Public Health Officer or public school Medical Inspector _____.

Ht. _____ Ins. Wt. _____ lbs. Color of Eyes _____ Hair _____ Sex _____

is in regular attendance in the _____ grade to the _____ School

and may be employed, by _____ Phone _____

Address _____

At the following occupation _____

Hours of employment _____

(State Specifically)

provided that, except in Agriculture and Domestic Service no child under 16 years of age may be employed more than eight hours in any one day nor more than forty-eight hours in any one week, with one hour for noon meal and rest.

This certificate is not valid for any other employer or occupation than the one named above and is to be returned within 24 hours to the issuing officer of the public school at the above mentioned address, whenever the person for whom it was issued leaves the service of the employer holding same. This certificate may be revoked by the issuing officer at any time for cause and expires _____, 19____, at which time it must be returned to the issuing officer and the person for whom it was issued may not be legally employed after this date, unless 18 years of age, until another certificate is issued. If the child wishes to continue work during the school term, after school hours, in compliance with the child labor laws, Form V. E. D. 609, must be secured. If the child has completed the requirements of compulsory school laws and does not intend to enter school in September but wishes to continue at work, special application must be made by the child's parents in person, at the above address and Part Time School Form V. E. D. 606 secured. Unless the child has completed two years in high school or is 18 years old, attendance at a Part-Time school not less than four hours a week, is required by law.

_____ Signed _____

Signature of Employee. Issuing Officer.

This certificate is to be issued only when persons applying for same has complied with compulsory School Laws, Section 10 Page 559 Session Laws 1949, and has furnished legal proof of age as required by Title 40 Section 79 O. S. 1951. It must be filled out in triplicate, in three colors; the white one sent to the employer, the yellow one sent to the State Commissioner of Labor, Oklahoma City, and the pink one kept on file by the issuing officer.

Complies with State Compulsory School and Child Labor Laws.

6 - 60

74 75

JIM HUGHES, State Commissioner of Labor.

44

STATE DEPARTMENT OF
VOCATIONAL AND TECHNICAL EDUCATION

APPENDIX 8

COOPERATIVE TRAINING PROGRAM

JOB RECORD

NAME _____ TRAINING STATION _____

TYPE OF TRAINING _____ WEEK _____ DATE _____
*(1st, 2nd, etc.)

*Note: See back of this form for instructions

JOB EXPERIENCE	M	T	W	Th	F	S	S	Weeks Hours Per Job	Accumulated Hours Per Job	Total Hours Per Job

SALARY PER HOUR FOR WEEK $ _____ TOTAL HOURS FOR WEEK _____
TOTAL ACCUMULATED HOURS (ALL JOBS)

SALARY PER WEEK ------- $ _____ (Include withholdings, bonus and also commission)

ACCUMULATED SALARY --- $ _____

TOTAL SALARY TO DATE -- $ _____

NOTE: In the squares following each job experience complete the time as follows: Ex.- 1 1/4; 1 1/2; 1 3/4

76/77 45

PERSONAL RATING CHART

FOR COOPERATIVE PART TIME STUDENT TRAINEES

Student's Name _____ Date _____ Grade Period _____ Semester _____

Training Station _____ Student-trainee's Sponsor _____

In rating this student, please check (√) the column that is the most applicable after each trait listed.

AFFIRMATIVE TRAITS

	High Degree	Medium Degree	Low Degree
CO-OPERATION			
Shows sincerity and interest	☐	☐	☐
Observes rules	☐	☐	☐
Co-operates naturally and willingly	☐	☐	☐
Works harmoniously with employer or supervisor	☐	☐	☐
Works harmoniously with other employees	☐	☐	☐
DEPENDABILITY			
Sticks to the job through difficulties	☐	☐	☐
Assumes responsibility	☐	☐	☐
Gets to work on time	☐	☐	☐
Returns from lunch or relief on time	☐	☐	☐
Does a dependable job, though supervisor not at hand	☐	☐	☐
MANNERS AND APPEARANCE			
Wears clean, neat clothes	☐	☐	☐
Wears appropppriate clothes for job	☐	☐	☐
Shows courtesy to customers	☐	☐	☐
Shows consideration for other employees	☐	☐	☐
Speaks in a refined voice	☐	☐	☐
Maintains poise	☐	☐	☐
QUALITY OF WORK			
Shows skill and accuracy	☐	☐	☐
ATTITUDES			
Indicates enthusiasm for work	☐	☐	☐
Asks for constructive criticism and help	☐	☐	☐
Welcomes suggestions wholeheartedly	☐	☐	☐
Feels that it is important to do a job well	☐	☐	☐
Shows loyalty to firm	☐	☐	☐
Maintains cheerful disposition	☐	☐	☐
INDUSTRY AND INITIATIVE			
Takes pride in completing job	☐	☐	☐
Works continuously	☐	☐	☐

NEGATIVE TRAITS

Headstrong	☐	Has to be told things to do	☐
Talks too much	☐	Wastes time while on the job	☐
Talks too loudly	☐	Chews gum	☐
Requires tact in handling	☐	Complains about not feeling well	☐
Alibis	☐	Talks about personal life	☐
Indifferent to his work	☐		

Remarks: _____

_____

_____

_____ Signature

46

APPENDIX 10

Form Approved:
Budget Bureau No. 44-R0308

U.S. DEPARTMENT OF LABOR
WAGE AND HOUR AND PUBLIC CONTRACTS DIVISIONS

LEAVE THIS SPACE BLANK

APPLICATION FOR A CERTIFICATE TO EMPLOY A STUDENT-LEARNER

The certification of the appropriate school official on the reverse side of this application shall constitute a temporary authorization for the employment of the named student-learner at less than the statutory minimum wage applicable under section 6 of the Fair Labor Standards Act or at wages below the applicable Walsh-Healey Public Contracts Act or McNamara-O'Hara Service Contract Act wage determination, effective from the date this application is forwarded to the Divisions until a student-learner certificate is issued or denied by the Administrator or his authorized representative, provided the conditions specified in section 520.6(c)(2) of the Student-Learner Regulation (29 CFR 520) are satisfied.

PRINT OR TYPE ALL ANSWERS. PLEASE READ CAREFULLY THE INSTRUCTIONS FOR COMPLETING THIS FORM

1. NAME AND ADDRESS, INCLUDING ZIP CODE, OF ESTABLISHMENT MAKING APPLICATION:	3A. NAME AND ADDRESS OF STUDENT-LEARNER: B: DATE OF BIRTH: *(Month, day, year)*
2. TYPE OF BUSINESS AND PRODUCTS MANUFACTURED, SOLD, OR SERVICES RENDERED:	4. NAME AND ADDRESS, INCLUDING ZIP CODE, OF SCHOOL IN WHICH STUDENT-LEARNER IS ENROLLED:

5. PROPOSED BEGINNING DATE OF EMPLOYMENT *(Month, day, year)*		17. TITLE OF STUDENT-LEARNER OCCUPATION:	
6. PROPOSED ENDING DATE OF EMPLOYMENT *(Month, day, year)*		18. NUMBER OF EMPLOYEES IN THIS ESTABLISHMENT	
7. PROPOSED GRADUATION DATE *(Month, day, year)*		19. NUMBER OF EXPERIENCED EMPLOYEES IN STUDENT-LEARNER'S OCCUPATION	
8. NUMBER OF WEEKS IN SCHOOL YEAR		20. MINIMUM HOURLY WAGE RATE OF EXPERIENCED WORKERS IN ITEM 19	
9. TOTAL HOURS OF SCHOOL INSTRUCTION PER WEEK		21. SPECIAL MINIMUM WAGE(s) TO BE PAID STUDENT-LEARNER *(if a progressive wage schedule is proposed, enter each rate and specify the period during which it will be paid)*:	
10. NUMBER OF SCHOOL HOURS DIRECTLY RELATED TO EMPLOYMENT TRAINING			
11. HOW IS EMPLOYMENT TRAINING SCHEDULED *(Weekly, alternate weeks, etc.)*?			
12. NUMBER OF WEEKS OF EMPLOYMENT TRAINING AT SPECIAL MINIMUM WAGES			
13. NUMBER OF HOURS OF EMPLOYMENT TRAINING A WEEK			
14. ARE FEDERAL VOCATIONAL EDUCATION FUNDS BEING USED FOR THIS PROGRAM?		22. IS AN AGE OR EMPLOYMENT CERTIFICATE ON FILE IN THIS ESTABLISHMENT FOR THIS STUDENT-LEARNER? *(If not, see instructions)*	
15. WAS THIS PROGRAM AUTHORIZED BY THE STATE BOARD OF VOCATIONAL EDUCATION?			
16. IF THE ANSWER TO ITEM 15 IS "NO", GIVE THE NAME OF THE RECOGNIZED EDUCATIONAL BODY WHICH APPROVED THIS PROGRAM:		23. IS IT ANTICIPATED THAT THE STUDENT-LEARNER WILL BE EMPLOYED IN THE PERFORMANCE OF A GOVERNMENT CONTRACT SUBJECT TO THE WALSH-HEALEY PUBLIC CONTRACTS ACT OR THE MC NAMARA-O'HARA SERVICE CONTRACT ACT?	

ATTACH SEPARATE PAGES IF NECESSARY **Form WH-205 (Rev. 4/68)**

80/81

24. OUTLINE THE SCHOOL INSTRUCTION *directly* RELATED TO THE EMPLOYMENT TRAINING *(list courses, etc.)*.

25. OUTLINE TRAINING ON-THE-JOB *(describe briefly the work process in which the student-learner will be trained and list the types of any machines used)*.

26. SIGNATURE OF STUDENT-LEARNER:

I have read the statements made above and ask that the requested certificate, authorizing my employment training at special minimum wages and under the conditions stated, be granted by the Administrator or his authorized representative.

(Print or type name of student) | *Signature of Student* | *Date*

27. CERTIFICATION BY SCHOOL OFFICIAL:

I certify that the student named herein will be receiving instruction in an accredited school and will be employed pursuant to a bona fide vocational training program, as defined in section 520.2 of Student-Learner Regulations.

(Print or type name of official)

Signature of School Official | *Date*

Title

28. CERTIFICATION BY EMPLOYER OR AUTHORIZED REPRESENTATIVE:

I certify, in applying for this certificate, that all of the foregoing statements are, to the best of my knowledge and belief, true and correct.

(Print or type name of employer or representative)

Signature of employer or representative | *Date*

Title

ATTACH SEPARATE SHEETS IF NECESSARY

GPO 944-46

RECORD OF OBSERVATION

APPENDIX 11

Firm Name	Date						